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ANNOTATED HUMANITIES PROGRAMS.

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NATIONAL COUNCIL OF TEACHERS OF ENG.,CHAMPAIGN,ILL

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DESCRIPTORS- *COURSE DESCRIPTIONS, *ENGLISH INSTRUCTION, *HUMANITIES INSTRUCTION, *SECONDARY GRADES, ANCIENT HISTORY, CULTURAL EDUCATION, FINE ARTS, HUMANITIES, INSTRUCTIONAL MATERIALS, HISTORY, PHILOSOPHY, LITERATURE, NCTE,

ONE HUNDRED AND THIRTY-FIVE UNITED STATES SECONDARY SCHOOLS OFFERING HUMANITIES PROGRAMS ARE LISTED, ALPHABETICALLY BY STATE. ANNOTATIONS PRESENT DESCRIPTIONS OF THE APPROACHES TO STUDY IN THE HUMANITIES COURSES (E.G., AMERICAN STUDIES, WORLD CULTURE, GREAT IDEAS). MANY ALSO INDICATE (1) GRADE LEVELS, (2) SCHOOL DEPARTMENTS ADMINISTERING THE PROGRAM, (3) METHODS OF TEACHING--BY ONE TEACHER, BY TEAMS, OR BY A SERIES OF TEACHERS FROM VARIOUS DEPARTMENTS, (4) QUALITY OF STUDENTS PARTICIPATING, (5) AMOUNT OF CREDIT GIVEN, (6) TYPE OF COURSE--ELECTIVE OR REQUIRED, PART OF SEQUENCE OR SINGLE COURSE OF STUDY, AND (7) MATERIALS AND TEXTS USED. (JB)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ANNOTATED HUMANITIES PROGRAMS

National Council of Teachers of English

Summer 1967

Compiled by

Jonathan Corbin

TE000 224

ARIZONA

Central High School, Phoenix, Arizona
Mr. Chris Carnahan, Humanities Teacher

Elective open to seniors who rank in top 20% of class plus few exceptionally well qualified juniors. Individual teacher for whole course; administered by English Department. Approach: examining epochs--Greek, Roman, Medieval, Renaissance, The World as a Machine, and the 20th Century--and assessing degree of freedom exercised by man within each world; art (form and content). Use A-V materials; TV programs (KAET) and Camera Three via tape recorder; prints (Metropolitan Museum of Art), slides (Francine Clark Museum, Williamstown, Mass.), films, etc. Text: The Search for Personal Freedom.

CALIFORNIA

Alameda High School, Alameda, California
Mary Frances Claggett and Madge Holland, English and Humanities Teachers

Two humanities courses for both gifted and terminal students offered as substitute for English. In addition, humanities forums occasionally held outside regular school program. Conducted on team-teaching basis and administered by English Department. Approach: "postholing" of Greek, Renaissance, and Modern periods with attention to myth, drama, philosophy, poetry, art, and music. Utopia theme serves as unifying feature. Use EBF Series on Greeks and Hamlet.

Henry M. Gunn High School, Palo Alto, California
Frank E. Ratliff, English Curriculum Associate

Three year humanities sequence incorporated into regular English course. Team teaching throughout--English and history. Approach: history, literature, and English language divided into three curricula--(1) The American Man (U.S. history and literature as forces which have created "The American"); (2) The Universal Man (man and his search for order, justice, power, harmony, and worth); (3) The Contemporary Man (major foreign cultures, communication, expression, and understanding in today's world). Use EBF Series at times and other A-V aids.

Bakersfield High School, Bakersfield, California
Harold P. Silverman, Head, English Department

Humanities course (or "World Literature and Composition") open to gifted seniors. Team teaching throughout; administered by English Department. Objectives: (1) stimulate student's critical and creative intelligence; (2) improve his communication skills in reading, writing, speaking--also seeing, listening; (3) give student preliminary awareness

of "The Sweep of Western Civilization...." Study in depth at least 12 major complete works from 10 B.C. to 20th Century, instead of fragmented chronological approach. At least one theme assignment per week; term paper due in May on topic related to world literature.

CONNECTICUT

Andrew Warde High School, Fairfield, Connecticut
William F. Bell, Humanities Teacher

Humanities elective open to non-college bound seniors. No credit for graduation and no required homework. Individual and team teaching. Samples of topics in order: (1) and (2) Drama: Paddy Cheyefsky's Marty; (5) Man and Machines; (6) and (7) Communication and Semantics; (8) Truth; (9) Realism in Art; (10) Art Workshop: personal expression; (11) Art workshop: ground-figure reverse problem; (12) Poetry: Karl Shapiro's "Auto Wreck"; (13) and (14) Music: Marches; (20) Philosophy: Myth of the Cave; (21) Visit to Bridgeport Museum of Art, Science, and Industry.

Conard High School, West Hartford, Connecticut
John F. Harris, Head, English Department

Humanities elective open to all high school students; double credit course (English and history) meeting for 10 periods per week and running for full academic year. Team teaching throughout; administered by English and Social Studies Departments. Organization: (1) The Eastern Ways; (2) The Greek Way; (3) Roman and Medieval Ways; (4) Age of Reawakening and Revolt; (5) The Rational Way; (6) Age of Revolts and Reactions; (7) The Anxious Years. Use many A-V materials, including EBF Series, guest lecturers, field trips, etc.

Edwin O. Smith School, University of Connecticut, Storrs, Connecticut
Arthur Goldberg, Principal

Two hour block humanities course normally assigned to English and history. Available to 35-40 gifted seniors; based on grades, motivation, and teacher recommendations. Taught by team of four teachers--English, history, music, and art; administered by English and History Departments. Approach: "Great Ideas," "Great Books," "Aesthetics" with survey of Primitive, Oriental, Near East, Classical, Medieval, and Renaissance periods. A-V materials mostly created by teaching team.

Fairfield Public Schools, Fairfield, Connecticut
Evelyn M. Copeland, English Consultant

Humanities elective for terminal and average ability juniors and seniors in two different high schools; taught by individual teacher in

one school, team teaching in other. Examine such questions: "How do we communicate?" "What is a word?" "What is a symphony?" "Is there a truth that is true for all times?" "What is history?" "What influences our view of the world?" "Am I master of my fate?" "Where am I going?" In addition, American Studies course taught by team of teachers; offers credit for English and history. Use EBF Series, as well as paperbacks.

Greenwich High School, Greenwich, Connecticut
Hardy P. Finch, Supervisor, English Language Arts

Humanities course for gifted students, substituted for English course. Taught by individual teacher, but groups combine for large group instruction whenever desirable. Course is learning-centered, not teacher or student-centered. Purpose: study man's relationship to certain natural and supernatural forces--explore his feelings and thoughts about God and gods, nature, good and bad, life, death and eternity. Also, study literary, musical, graphic, and dramatic arts as vehicles of man's expression. Discover relationship among these art forms. Strengthen art of writing, through oral and written discussion of ideas in action. Thesis-type paper (10-15 pages) assigned twice each year--read to seminar for criticism.

Housatonic Valley Regional High School, Falls Village, Connecticut
Donald G. Kobler, Head, English Department

Four year humanities sequence culminating in Advanced Placement English in senior year. Sixty-four students (out of 654) enrolled in regular humanities classes; 51 students in Humanities 1, 2, 3, meet double periods and receive credit for English and history; AP students meet single periods. (Efforts are being made to adopt "humanities approach" in other English, history, and art classes.) General approach: read few major works indepth and in chronological sequence each year--take responsibility for double period, while art and music teachers, and outside speakers, called upon to contribute when needed. Humanities I: Ancient (Old Testament) to Renaissance; Humanities II: Renaissance to 20th Century; Humanities III: American Culture; AP English: Course based on recommendations from CEEB's Advanced Placement Program: Course Descriptions: two-fifths time devoted to writing, three-fifths time to close analysis of literary works. Use texts, books, slides, films, prints, etc.; also, field trips to points of interest.

John Read Middle School, West Redding, Connecticut
Susan Jacoby, English Teacher

Correlated course in English and art--scheduled back to back: English three periods per week, art two periods. Open to 25 gifted grade eight students. Organization: Unit I--"The Short Story" (introduced as stepping stone to more sophisticated forms of literature and complexity); Unit II-The Family; Unit III-Theme of Christmas;

Unit IV-The Living Theatre; Unit V-The Hollywood Approach; Unit VI-Shakespeare; Unit VII-Artists and Writers in Residence. No A-V "kits" used.

Roger Ludlowe High School, Fairfield, Connecticut
Richard E. Oufour, English Teacher

Beginning September '67, humanities elective for juniors and seniors in addition to summer school program already in operation. Team teaching throughout; no departmental structure, but coordinated by English teacher. Experimenting with program developed by Dr. Fenton, Carnegie Tech: using "Three Cities" approach to help students discover how men in Athens(5th Century), Florence(Renaissance), New York(contemporary) have asked and answered the three questions--"What is the Good Man? The Good Life? The Good Society?" in those periods in their art, music, literature, philosophy, etc. Use EBF Series and materials developed in the system--and under Dr. Fenton.

Woodrow Wilson High School, Middletown, Connecticut
(Miss) Louise M. Facius, Chairman, English Department

Elective course for gifted senior college preparatory students; team teaching throughout; administered by the English Department. Objective: help students enjoy and appreciate art, music, drama, literature through understanding principles common to arts and through study of history and philosophy of period--Golden Age of Greece, Middle Ages, Renaissance, Modern Age. Humanities should impel students to ask such questions: "Who am I?" "Where have I come from?" "Where am I going?" "Why?" "What is the meaning of life?" Use first EBF Series as supplementary material.

Darien High School, Darien, Connecticut
Christopher Adams, Head, English Department
Approach: Culture Epoch of Western World

St. Bernard High School, New London, Connecticut
Rev. Henry E. Nadeau, S.S.E., English Teacher
Approach: American Studies (11)
Great Ideas (12)

DELAWARE

Georgetown High School, Georgetown, Delaware
Beth Sylvester, English Teacher

Humanities course incorporated into regular English course for all seniors; individual teacher for whole course; administered by English

Department. Approach: use "The Humanities Program" created by Encyclopaedia Britannica; televised; plan to use EBF Series next year.

Ursuline Academy, Wilmington, Delaware
Sister Columba Moran, O.S.U., Principal
Approach: Culture Epoch of Western World

DISTRICT OF COLUMBIA

Western High School, Washington, D.C.
Jessie M. Wright, Humanities Coordinator and English Teacher

Three-step humanities program for superior students in grades 10-12. American Studies course (10); British culture (11); team teacher interdisciplinary course (12) in fields of literature, drama, social studies, art, and music. Senior course will yield two Carnegie units--one English, one-half government, one-quarter art, one-quarter music. Held two consecutive class periods per week at end of day plus two other periods per week for other purposes. Organization: I--Elements Basic to Understanding the Arts; II--Epochal Approach to the Arts. Use many A-V aids; trips to art galleries, museums, theatres, symphonies, etc.

FLORIDA

Paxon Senior High School, Jacksonville, Florida
Joe C. Baxley, Teacher

Humanities course directed to slow as well as superior student. Substituted for English course for some, elective for others. Individual teacher for whole course; administered by English Department. Takes away emphasis on competition, and students find tone and materials directed toward individual. Approach: periods--Greek(Thales to Aristotle); Middle Ages(Christ to Aquinas); Renaissance; Baroque; Enlightenment; Modern discussed. Visual arts, music, architecture, drama, etc. in relationship to philosophy, economics, politics, science are examined. Use slides, records, filmstrips, etc.

ILLINOIS

Belleville Township High School West, Belleville, Illinois
Dale R. Van Blair, Chairman, English Department

Not formally designated a humanities course-incorporated on experimental basis into senior honors English class. Approach utilized most nearly approximates "Great Ideas." Organized into thematic units, with most reading in English and American literature. Materials: private collection of 300 art and architecture slides and several records of classical music. Plan to buy EBF Series for next year.

Maine Township High School East, Park Ridge, Illinois
Paul E. Healy, English Teacher

Summer school humanitites course open to all high school students. Individual teacher for whole course; administered by English Department. Requirements: two oral reports(on person and event); a log or record of activities; paper on comparative cultures. Approach: "World Culture" and "Aesthetics"--concentration on late Middle Ages and Renaissance. Use EBF Series--"The Humanities: What They Are and What They Do?" and "Chartres Cathedral"; also film strips, slides on art, architecture, etc.

Oak Park High School, Oak Park, Illinois
Morris R. Buske, Teacher and Humanities Coordinator

Two year humanities sequence for gifted students; offered as elective and taught by team of four teachers. Monday's and Wednesday's reserved for large group meetings. Following books required: The Record of Mankind(3rd edition), Pictorial History of Western Art, Music History and Theory, Basic Teachings of the Great Philosophers. Approach: World Civilization--integrating world history, art, music, philosophy, and literature. Assign projects for individual study. Field trips to Oriental Institute(University of Chicago), etc. Use EBF Series and other A-V aids.

Waukegan Township High School, Waukegan, Illinois
(Mrs.) Melba R. Wixom, Chairman, Language Arts Department

Humanities course incorporated into regular English course. Team teaching throughout; administered by English Department. Approach: in-depth study of Scarlet Letter, Franklin's Autobiography, Walden, Self-Reliance, John Brown's Body, Huckleberry Finn, Giants in the Earth, Our Town, Old Man and the Sea, and poetry. Use EBF Series, filmstrips on American art and architecture, records of American music, theatre; collages made by students.

South Park High School, Chicago, Illinois
Alice Cashen, Chairman, English Department
Approach: Culture Epoch of Western World; Great Ideas; Aesthetics

INDIANA

Crispus Attucks High School, Indianapolis, Indiana
(Miss) Judith R. Waugh, English Teacher

Two semester humanities course open to juniors and seniors with "B" or higher average. Team teaching throughout--English, social studies, art, and music. Administered by English Department. Require one major report("original creation" or research project); require attendance at 12 cultural activities. Content: Unit I--Orientation to Studies in Humanities; Unit II--Man in Contemporary Society; Unit III--The Tragic View; Unit IV--The Individual and Society. Some use of A-V materials; trips to lectures, concerts, plays, etc.

Two semester humanities course open to all sophomores and juniors; heterogeneous grouping; less complex than other course. Theme: "Revolution and New Frontiers: Man in the Twentieth Century, 1890-1917."

George Washington High School, Indianapolis, Indiana
Evelyn McConnell, Head, Art Department

Humanities elective open to juniors and seniors--no grade point average required. In terms of content and direction, the course is of benefit to college preparatory student. Offered for a 40 minute daily class period; one credit per semester. Includes a study of areas in literature, art, music, and related areas. Teaching team comprised of English and art teacher who are present in class at all times. Administered by Art Department. Approach: based on concept stressed in chosen area(unit) assignments. Chronological order maintained when useful, but not of primary consideration. Esthetics and evaluations stressed; class discussion emphasized strongly. Art history slides, tapes, recordings, and films used; guest speakers invited whenever possible.

T.C. Howe High School, Indianapolis, Indiana
Ellen O'Drain, Head, English Department
Approach: Culture Epoch of Western World

MARYLAND

Baltimore City Public Schools, Baltimore, Maryland
George F. Horn, Superintendent of Art

Two grade 11 humanities classes(college bound) in each school (Northern and Dunbar High Schools) meet three periods per week and scheduled simultaneously. Team teaching throughout: 15 periods per

week in special areas; 10 periods per week in "Man and His Culture." Outline: Renaissance, Neo-Classicism, Age of Enlightenment, Romantic Period, Realism, Disillusionment and Protest, etc. Central themes: (1) Man's Search for Identity; (2) Man and His Religion; (3) Man's Relation to Society; (4) Man and His Environment; (5) Man's Quest for Freedom. Personal expression sought through music, art, dramatics, and writing. Use community resources: artists, musicians, writers; museums; city agencies, business, industry, churches, synagogues; plays, concerts.

Edmondson High School, Baltimore, Maryland
Richard W. Manning, English and Journalism Teacher

No formal humanities program yet; but some teachers use humanistic approach to subject matter--e.g. use the fine arts to illustrate or cross-reference a literature unit; use Shostokovitch's Fifth Symphony to better understand abstractions in Kafka's writing; tied in amorphous qualities of impressionism in art of Monet, in music of Debussey, in writing of Proust; introduce climatology in Macbeth to show relationship between climate and psychology; use Greek sculpture to show beauty in math and geometry.

Governor Thomas Johnson High School, Frederick, Maryland
Doris E. Magaha, English Teacher
Approach: American Studies

Montgomery County School System, Rockville, Maryland
Katherine B. Greaney, Supervisor, English Language Arts
Approach: American Studies

MASSACHUSETTS

Ashland Upper School, Ashland, Massachusetts
Russell K. Hergesheimer, Chairman, English Department

Humanities elective offered three or five periods per week, depending on whether student is taking one or two year program. Individual teacher for whole course, though guests of some note are invited. Administered by English Department. Core of program consists of "The Great Books" study kits one, two, and three year, though each student does not read every work. All classes conducted as seminars with maximum of 15 students. Research papers required of each participant, delivered to class and discussed to stimulate and challenge thought. Use EBF Series, paintings, and sculpture.

Central Junior High School, Quincy, Massachusetts
Liane Brandon, Chairman, English Department/Coordinator, Humanities Program

Separate required humanities course open to low and high-average grade eight and nine students. Classes meet one day per week and nine classes participate. No tests or grades given. Grade eight classes primarily concerned with both visual and performing arts. Grade nine classes concerned with such questions as "What is man?" "What is reality?" "Truth?" "Justice?" by examining various anthropological, psychological, and philosophical views. Museum of Fine Arts extends use of slides, reproductions, plates, gallery talks, and visits.

Concord-Carlisle High School, Concord, Massachusetts
Socrates A. Lagios, English Teacher

Two year humanities program organized for general student(juniors and seniors); some have ability but appear to be lazy, others have minimal ability. Theme in junior section--"The Dignity of Man"; in senior section--"Who Am I?" Objective: translate and interrelate the world of reality and world of imagination within following areas--music, language and literature, history, philosophy, art, drama, science, physical education. Relationship between form and function developed. Hope is that each student will shape constructive personal philosophy embracing courage, pride, and purpose toward self and fellow man: that he will recognize and accept values of others in conflict with own. Extensive use of A-V materials.

Holliston High School, Holliston, Massachusetts
Gerald F. Vichi, Principal

Humanities course open to all seniors. Literature, architecture, the applied arts, music, and drama integrated for one reason: encourage student to build valid criteria and methods of judgment which he may adapt to daily life. Four units(with additional thematic writing unit applied to other units): (1) Identification and Definition of Individual; (2) Birth of Individual; (3) Evolution of Community; (4) Freedom of Individual versus Necessity of Masses. Materials: texts(Great Books of the Western World, Man and His Measure, Advanced Composition), films (Canadian Consulate General, Boston), and EBF Series.

Sprague School, Brockton, Massachusetts
Rita Lowenthal, English Curriculum Coordinator

Beginning September '67, humanities course to be core of special program for 60 gifted students at junior high school level; organized on non-graded basis with emphasis on individual research. Team of three teachers assigned and principal of junior high school administers program. Approach: is eclectic with emphasis on great ideas or concepts as reflected in cultural epochs; world literature, art, music, philosophy, history, religion, anthropology and psychology. Materials provided by Central Instructional Materials Center, including use of EBF Series.

St. Bernard's High School, Fitchburg, Massachusetts
Sister Mary Virginia, P.B.V.M., Teacher

Humanities courses open to students (grades 9-12) with highest reading scores. Taught by team of teachers; administered by English, Classics, and History Departments. "The Record of Mankind" attempts to incorporate into stream of world history the main idea of peoples that have contributed directly or indirectly to our Western civilization. Emphasis on salient features of Western culture: confidence in reason, respect for human dignity, limitation of authority, encouragement of representative government, and application of knowledge to practical ends. Objective: help student acquire point of view, sufficiently broad in outline, to discern those factors responsible for his place in Western culture. Approach: "Culture Epoch of Western World." Materials: art, music, films, field trips to museums. (Also, adult humanities series in evenings.)

Brookline High School, Brookline, Massachusetts
J. Geoffrey Pierson, English Teacher
Approach: American Studies (11)

MICHIGAN

Ann Arbor High School, Ann Arbor, Michigan
Jean Reynolds, Language Arts Coordinator

Humanities two hour time block substituted for senior college preparatory English course and social studies elective. Students selected have at least C plus average, a year's acceleration in reading beyond grade norm, and average or better I.Q. Taught by team of teachers--three English, three history, one art, one music--which selects own chairman yearly: chairman this year is Head, Social Studies Department. Approach: survey of Western cultures--Pre-Hellenic, Graeco-Roman,, Medieval, Renaissance, 17th, 18th, 19th, 20th Centuries--with specific studies of literature, history, philosophy; and two courses embedded in total context (fine arts survey and musicology). Use "non-commercial" films, slides, records.

East Grand Rapids High School, Grand Rapids, Michigan
B. Shirley Menninga, Humanities Teacher

Compulsory course for all grade nine students; in a sense, replaces English and world history. Students meet in two hour block for one hour large groups (140-180), for one hour in small groups (25-30). Six teachers comprise team; department is almost autonomous, but somewhat allied with English Department. Approach: study art, history, and literature of man from earliest beginnings to Renaissance in considerable detail. Use A-V aids extensively.

Grosse Pointe High School, Grosse Pointe, Michigan
Robert D. Welch, Assistant Principal for Instruction

Open to 50 average and gifted seniors; presently incorporated into regular English course, but next year will be independent two hour block with credit for English and another area. Team teaching throughout--two English(but next year two English, one art, one social studies). Approach: study of four major modes of literary expression--tragic, romantic, comic, and ironic. Organization: (1) Orientation; (2) Short Story; (3), (4), (5), (6)--four literary modes. Writing: Unit Lessons in Composition will serve as composition handbook. Large group lectures two days per week, teacher-student conferences, independent work, faculty lecturers, and field trips. Use films--"Art: Why is it? What is it?"; "Discovering Patterns"; "Hailstones and Halibut Bones"; "Beyond Dull Care"--slides(Washington National Gallery of Art), and records--"What is Jazz", etc.

Saint Edward High School, Detroit, Michigan
Brother Thomas Horning, C.S.C., Director of Humanities Program

Humanities elective open to gifted students only in literature or fine arts. Individual teacher for whole course; administered by director with the aid of members of English and Social Studies Department. Literature and the fine arts are studied through aesthetic principles they have in common. Use EBF Series along with number of recordings and prints.

Traverse Senior High School, Traverse City, Michigan
Walter Oberlin, Humanities Curriculum Director

Beginning September '67, humanities elective for grade nine students. Team consisting of three teachers who interact simultaneously with class. Definition: interdisciplinary study of man's ideas. Method: inductive or discussion-discovery approach. Organization: Humanities I(nature of clear thinking and scientific inquiry as relates to science, mathematics, and humanities); Humanities II and III(general theories of reality--"Idealism," "Empiricism," "Subjectivism.") Materials: use dittoed excerpts, two books--Social and Political Philosophy, The Story of Philosophy, slides, prints, statuettes, etc.

MINNESOTA

St. Louis Park Senior High School, St. Louis Park, Minnesota
John R. Loegering, Humanities Teacher

Humanities elective open to five sections of 110 gifted seniors. Individual teacher for whole course; administered by Humanities Department. Method: Background lecture, readings and written assignment,

quiz, discussion, and film. Organization(samples of 30 units): (3) Coming of Age of Western People; (9) Religion and Collapse of Greek World; (11) Art and Music in Roman Era; (14) The Prince (Machiavelli); (15) Hamlet; (19) Areopagitica(Milton), On Liberty(Mills); (20) Democracy in America (de Tocqueville); (21) Civil Disobedience and Walden(Thoreau); (23) Communist Manifesto(Marx and Engels); (24) The Death of Ivan Ilych (Tolstoy); (28) Theology in 20th Century; (30) Art and Music in 20th Century. Use many A-V materials; mostly films.

MISSOURI

Clayton High School, Clayton, Missouri
(Mrs.) Genevieve M. Shawl, Teacher

Humanities elective open to all seniors(four quarters, one unit). Includes history, literature, philosophy, art, architecture, music, dance(math and science as needed). Two teachers for planning and supervising; associates in school and community area comprise teaching team. Approach: aspects, questions, areas of self-realization; freedom; truth and beauty. Objective: to help students formulate questions, discover answers, seek personal satisfaction. Use commercial and individually created A-V aids.

Hickman High School, Columbia, Missouri
Conrad Stawski, Chairman, Language Arts Department

Humanities elective open to average and gifted seniors. Taught by team of two English teachers; administered by English Department. Approach: "Aesthetics" (principles underlying the arts--subject, medium, elements, form, style; personal and historical factors; judgement in art.) Approach modified or expanded with historical surveys, "types" studies, and "ideas" or concept pursuits. Use A-V aids(but not "kits"); lectures, local and regional field trips--University of Missouri Archeological Museum, Saarinen Chapel(Stephens College), art museums in St. Louis and Kansas City, etc.

McCluer High School, Florissant, Missouri
Bill R. Hampton, Chairman, English Department

Beginning September '67, humanities course for selected sophomores (terminal and slow achievers). Team teaching throughout--art, music, literature, social studies. Approach: Multi-Media. First semester--exploration of automobile; second semester--exploration of unusual customs, standards of beauty or honor, etc. Unit I--Man's Love Affair with the Car: (1) Automobile as Symbol of Social and Psychological Needs or Desires; (2) Romance and the Races; (3) Car as an Art Object; (4) Man and His Relationship to the Machine; (5) Messages which the Car Sends Us. Use fiction, non-fiction(Hayakawa's Language in Thought and Action, etc.), poems; use films(Rebel Without a Cause," etc.).

NEBRASKA

Benson High School, Omaha, Nebraska
Doris A. Stevens, English and Drama Teacher

Two semester humanities elective offered for two honors sections (25 students each). Taught by individual teacher and succession of teachers; administered by English Department. Approach: "Great Books" and "Culture Epoch of Western World"--(Units I--Introduction(EBF Series); II--Greek, Roman, and Early Christian; III--Medieval, Romanesque and Gothic; IV--Renaissance; V--The Classical Revival; VI--The Romantic Period and Transition; VII--The Contemporary Era). Use EBF Series; 30 lectures from faculty and community; plus visits to Joslyn Art Museum, Omaha Symphony, Omaha Playhouse, Willa Cather country, etc.

NEW HAMPSHIRE

Oyster River High School, Durham, New Hampshire
(Mrs.) Irene W. Wight, Teacher

Humanities course incorporated into regular English course of college preparatory seniors(in formative planning stage.) Taught by English teacher but outside speakers from History and Art Departments occasionally employed. Approach: art, drama, mythology of Greece and Rome; philosophy, poetry; Russian literature--Dostoevsky and Tolstoy. Use EBF Series.

Stevens High School, Claremont, New Hampshire
Normand C. Paquette, Chairman, English Department
Approach: Culture Epoch of Western World

NEW JERSEY

Montclair High School, Montclair, New Jersey
(Mrs.) Adele H. Stern, Chairman, English Department

Humanities course offered to selected, heterogeneous grade 11 group; substituted for both English and history. Taught by succession of individual teachers for various units, administered by English and Art Departments. Approach: American Studies, which has been in effect in one form or another for 18 years. Beginning September '67, course will be offered to heterogeneous grade 12 group(two classes) in a humanities studio in renovated English wing; approach: "World Culture."

Northern Valley Regional High School, Demarest, New Jersey
Eugene E. Best, Chairman, English Department

Several courses in operation for AP grades 10-12, but most notable is humanities course offered as free elective in summer school program. Course content includes integrated study of music, drama, art, and literature. "Art" films, music via records and live concerts, and works of arts via prints and visits to New York museums, provide working materials. Half of course time spent in centers of performing and spatial arts in New York City.

Beginning September '67, course in Film Production to be instituted under ESEA Title III Grant. Object to teach principles of scripting, filming, editing and cutting of films. Students will produce several 8mm films as part of year long course.

Pascack Hills High School, Montvale, New Jersey
(Mrs.) Henriette N. Alovis, Chairman, English Department

Humanities elective for college and employment bound seniors; team teaching throughout--English, history, art, music; administered by English Department. Large group lectures, small group discussions, independent study--intensive research in area of students' interests. Approach: "Culture Epoch of Western World"--(1) Greco-Roman Period; (2) Renaissance and Elizabethan Periods; (3) Twentieth Century--a. 1900-1930; b. 1930-present. Plus "Orientation Unit" with four lectures. Use EBF Series, but no A-V "kits."

River Dell Regional Senior High School, Oradell, New Jersey
Helen H. Winn, Director, Humanities Program

Humanities program in first of four stages of development; open to all seniors(140) as substitute for traditional senior English course. Taught by team of teachers--chairman of English, Art, and Music Departments plus teachers of history and English. Directed by chairman of Library Department. Large group instruction one day per week and small group remaining three of four days. Planning sessions of team members after each class period. Approach: Part I--Man and His Gods(Anthropological view of selected tribes, Early ideas of God, Greek mythology, Norse mythology, etc, Greek fate and tragedy, Oriental religions and society, Judeo-Christian concepts, Death and immortality in music, architecture in religion); Part II--Man and Society(Early social institutions, Classicism as social ideal, Utopia as social ideal, Natural versus man-made law, War as phenomenon, Human reaction in society); Part III--Man and Nature; Part IV--Alienation; Part V--The Search for Lasting Values. Use A-V aids; and paperback books.

Clifford J. Scott High School, East Orange, New Jersey
Andrew Downie, English Teacher
Approach: Great Ideas

Dumont High School, Dumont, New Jersey
John J. Pappas, Chairman, Art Department
Approach: Culture Epoch of Western World(1650-67)

Hanover Park High School, Hanover, New Jersey
Edward A. Teichert, Jr., Chairman, Language Arts
Approach: Culture Epoch of Western World

Mountain Lakes High School, Mountain Lakes, New Jersey
L.W. McDowell, Head, English Department
Approach: Culture Epoch of Western World

NEW MEXICO

Del Norte High School, Albuquerque, New Mexico
Thomas H. McMullen, Chairman, Humanities Department
Approach: American Studies (11)
World Culture (12)

Valley High School, Albuquerque, New Mexico
George T. Prigmore, English Teacher
Approach: Great Ideas

NEW YORK

Brighton High School, Rochester, New York
(Mrs.) Laurina M. Harper, Head, English Department

Humanities course required of all English IV students; incorporated into regular English course. Taught by succession of individual teachers for various units; administered by English Department. Basically literature oriented with units in art, music, and dance. Use films on dance, ballet, modern music--American Tel. & Tel. Bernstein films; Lincoln-Center participation.

Fox Lane High School, Bedford, New York
Herman C. Baptiste, Chairman, English Department

Elective course open to academically talented seniors during last semester; Team teaching throughout; administered by English Department. Focus: "Who Speaks for Man." Six two to three-week seminars: (1) Man's works speak for man; (2) Man's lives speak for man; (3) Man's language speaks for man; (4) Man's spirit and faith speak for man; (5) Man's wars speak for man; (6) Man's hope for the future speaks for man. No use of A-V "kits."

F. D. Roosevelt High School, Hyde Park, New York
Dean S. Northrop, Chairman, Humanities Department

Humanities elective for 40 gifted seniors divided into two equal groups. Four full-time teachers scheduled--two English, one art, one music. Approach: exploration of seven fine arts--after introductory unit explore each medium, working with raw materials of that medium, studying great works and becoming acquainted with potentials and restrictions inherent in each form. At end of course each student explores in depth any art form with aim of producing definite object or performance. Group of individual productions, such as Spoon River Anthology, a staged group production. No A-V "kits" used; field trips to Modern Art Museum, Metropolitan Museum of Art, Guggenheim Museum, Metropolitan Opera House, The Cloisters, St. John the Divine Cathedral, Vanderbilt Mansion (in Hyde Park); recitals, concerts, performances at local colleges.

Glens Falls High School, Glens Falls, New York
Mark W. Freeman, Language Arts Coordinator

Humanities course is one-half year, two period substitute for English and history in one sense; in another, gifted students complete their requirement in both subjects by January of senior year. Course administered by English, History, Art, and Music Departments. Approach: "World Culture." Use EBF Series; other A-V materials are of own construction; field trips to Hyde Park, Munson-Williams--Proctor Institute in Utica, etc. (Present course replaces original six week unit, "American Cultural Development Between the Civil War and World War I.")

Great Neck North Senior High School, Great Neck, New York
Florence M. Rapoport, Teacher, English and Humanities

Humanities elective open to seniors. Team teaching throughout--English, social studies, foreign languages, art, music. Classes, seminars, and independent study. Approach: survey of art, music, literature, and philosophy with historical background as connecting tissue. Variety of A-V materials used sporadically, but no "kits."

Lowville Academy and Central School, Lowville, New York
Nancy C. Kratohvil, English Teacher

Humanities elective for gifted students; taught by individual teacher. Many interested faculty and administration people help and encourage, but one teacher has responsibility to experiment and build the course. Theme: "What does it mean to be civilized?" Emphasis on broadening experience. Students are from culture-poor area where many have not seen a play, concert, etc. Content varies: trip to Lincoln-Center, films on primitive cultures, Theatre of the Absurd, race relations, 1984, Much discussion and little writing; teacher assembled his own kits.

Mamaroneck High School, Mamaroneck, New York
Robert Geller, Chairman, English Department

Three humanities programs--two open to all students, one open to terminal students. (1) The Bible as Literature(senior elective course); (2) American Studies--Art, Music, and Literature Through Historical Perspective, 1865-1910; (3) Senior Humanities(designed to give students not going on to "liberal arts" education knowledge of art, sociology, anthropology, literature, and drama.) A fourth course--humanities-oriented--is Modern English for secretarial bound. Use EBF Series; "Mark Twain," "Red Badge of Courage," "Requiem for a Heavyweight," "Loneliness of the Long-Distance Runner," etc.; World Esso Films.

Manhasset High School, Manhasset, New York
Emma M. Wilkinson, Chairman, English Department

Humanities "A" course open to seniors of above average competence in English; Humanities "B" open to seniors who have had difficulty achieving higher than C. Seven periods per week for Humanities "A" course--five for English composition and literature and one each for art and music; six periods per week for Humanities "B" course--five for composition and literature and one alternating between art and music. Team teaching throughout--three English and one art of music; administered by English Department. Organization of "A": I--Man, God and Fate; II--The Consolation of Philosophy and Religion; III--Artistic Perfection: Triumph of the Creative Mind; IV--Man: Perpetual Paradox. Make greater use of A-V aids in Humanities "B"--EBF Series; "Ulysses Found," "All Quiet on the Western Front," "A Bell for Adano," etc.

Maple Grove High School, Bemus Point, New York
J. Basil Hamblin, English Teacher

Elective open to juniors and seniors with 80% average or higher or with consent of instructor. Also possible to substitute course for English IV or history if proper Regent's exams have been passed.

Taught by individual teacher with aid of other teacher and outside speakers; administered by English department. Approach: first four months concerned with Greeks and "classicism," followed by three weeks on Surrealism; second semester--ten weeks on Renaissance, ten weeks on Pop Culture, the Cultural Boom, and the "Hippies." Constant reference to world student knows. Use EBF Series, etc.; multiple copies of single titles(E. Hamilton's Mythology, etc.)

Maple Hill High School, Castleton-on-Hudson, New York
Richard Bamberger, Chairman, English Department

Humanities course incorporated into regular English course. Taught by individual teacher, though art and music teacher assigned four classes each per year. Administered by the English Department. Approach: "Culture Epoch of Western World"--Ancient Greece; Renaissance English (Shakespeare); Victorian-Edwardian Period; Modern Age. Use EBF Series: Plato(1), Oedipus(4), Hamlet(last 3), "Great Expectations"(last 3), Art(3).

The Milne School, State University of New York at Albany
William C. Kraus, Associate Professor of English Education
Dr. Roy York, Jr., Professor of Music

Humanities course incorporated into regular English course and open to all seniors--gifted and less able. Students divided into four groups(15-20) according to degree of competency in English, and combined for large group presentations. Team teaching throughout--with each member specialist in remedial and developmental reading, compositional research, etc.; administered by English Department. Organization: Unit I--Comparative Tragedy(Oedipus the King, Hamlet, Death of a Salesman, etc.); Unit II--The Arts(Dudley and Faricy's The Humanities--basic text); Unit III--Understanding and Appreciation of Music; Unit IV--The Short Story; Unit V--Poetry; Unit VI--Linguistics. Use EBF Series.

Newburgh Free Academy, Newburgh, New York
Joseph Kane, Language Arts Director

Elementary grade(4-6) humanities course for all students, disadvantaged included. Senior humanities course attracts average and gifted students. Team teaching throughout--English art, music. Music teacher (John Hay Fellow) director of course. Approach: thematic(sensory perception, language--the language of art, music, and the language of "language"--justice, war, death). Some use of EBF Series, but most material homemade.

North Salem High School, North Salem, New York
Robert J. Keane, Humanities Coordinator

Beginning September '67, three year sequence substituted for English course; open to all high school students. Four week summer humanities ~~course for juniors, seniors~~,

program open to 25 juniors, seniors, and college freshmen; team teaching throughout. Organization follows three lines: underlying pattern on four questions, expectation of universals, and concern for attitudes toward and approaches to knowledge. Organization: Week I--"Who Are We?" (late 19th Century man); Week II--"Where Did We Come From?"; Week III--"Why Are We Here?"; Week IV--"Where Are We Going?" Use many films or EBF Series; telelectures(Robert Lowell and Bob Dylan, Louis Untermeyer, etc.); field trips to Metropolitan Museum of Art, Library of Performing Arts, Lincoln Center, "Stravinsky Festival," Danbury State College, Tanglewood, Stratford, etc.

Northport High School, Northport, New York
Morris Saxe, Language Arts Coordinator(K-12)

Humanities elective open to all seniors(90 enrolled); team of four teachers--English, social studies, art, music; 90 students divided into two sections each having double period of humanities each day with one period overlapping for certain programs--e.g. dance, speakers, dramatic presentations, etc. Group discussion remains basic technique. Reject chronological approach; instead, begin with challenging essay or exciting play to capture students' interests, then move freely forwards and backwards in time. Use slides, films, tapes, records; visiting speakers; field trips.

Notre Dame Academy of Staten Island, New York
Sister Martha Bowes, C.N.D., Head, English Department

Humanities course school-wide in small, all-girl, college preparatory high school. Five teachers--two English, two music, one art--correlate through curriculum planning and long-range aims, but no formal teaching. Freshman year: elements of arts(English, art, music) as well as simple structures taught; sophomore year: more complex structures in arts taught with heavy emphasis on objectivity; junior year: historical introduction of schools of art--romanticism, classicism, etc. in literature, art, music; senior year: selected whole works at choice of teacher for appreciation. Films used: "Nobody Waved Goodbye," "Sundays and Cybele," "A Patch of Blue"; plus art slides, tapes, and recordings of literature and music.

Pittsford Central School, Pittsford, New York
W. David Edwards, Consultant, Secondary Education

Summer humanities institute open to grades 10-12 students. Three evenings per week(7:00-9:00); six weeks long. Team teaching throughout--music, history, and literature. Approach: chronological--Classical Period(5 B.C.-500 A.D.); Medieval, Renaissance, Reformation(600 A.D.-1799 A.D.); Romantic, Modern(1800 A.D.-Present). Study of literature and history primary orientation, with art, music, and history of science included. All work evaluated on basis of high honors(HH), Honors(H), or Satisfactory(S). Visits to Eastman School of Music, Auditorium Theatre, Theatre East, Summer Stock, Memorial Art Gallery, etc.

Plainview-Old Bethpage High School, Plainview, New York
Marilyn T. Pease, English Teacher

Elective course for gifted students; taught by individual teacher and administered by English and Social Studies Departments. General purpose of course to increase breadth of knowledge of students for college entrance and/or college placement exams; to serve as introduction to survey approach(humanistic) used in college history and literature courses. Study fine arts, literature, philosophy--beginning with ancient Greeks.

Roy C. Ketcham Senior High School, Wappingers Falls, New York
Dennis J. Hamnan, Head, English Department

Humanities elective open to all students; team teaching throughout--English, art, music; administered by Art Department. Organization: "The Artist as Social Critic," "Man and His Gods," "Three Artists in Depth," "The Problem of Evil and Ugliness in Art," "Style," "Comparative Analysis and Evaluation and Judgment." Little concern for technical matters; primary concern for man's "being" rather than his "doing." Encourage students to verbalize appreciation, agreement, and disagreement, circular seating arrangement to create informal and uninhibited atmosphere. Students work creatively in arts from time to time. Use EBF Series where appropriate; field trips to plays, concerts, museums.

Scarsdale High School, Scarsdale, New York
Carl A. Ladensack, Humanities Coordinator

Humanities elective offered to able seniors on basis of high reading scores and personal maturity. Students selected during junior year and receive suggested summer reading list. Organized on team teaching basis and administered by English Department. Approach: study the subject, elements, medium, organization, and function of the arts and try to arrive at ability to judge new works. Students move freely in building, as they have unassigned study periods. Individual projects assigned.

Vestal Central Senior High School, Vestal, New York
Elsie W. Kavanagh, Humanities Teacher

Present after-school, non-credit humanities course to be replaced September '67 with two humanities courses for slow and gifted students; will be available on elective or voluntary basis outside of regular school program. Taught by individual teacher; administered by English Department. Objective: give students sense of sharing and/or being part of others' ideas and creative efforts--of being part of a human family whose existence has meaning through study of Western culture. Use EBF Series--"Plato's Apology: the Life and Teachings of Socrates," "The Trial and Death of Socrates"; trips to Harpur College, Broome Community College, etc.

Bishop Laughlin High School, Brooklyn, New York
Brother Philip Bergeron, F.S.C., Chairman, English Department
Approach: Great Books

Cathedral High School, New York City
Sister Regina Elizabeth, Chairman, English Department
Approach: World Culture

Dobbs Ferry High School, Dobbs Ferry, New York
Nancy Myer, Humanities Teacher
Approach: World Culture

East Rochester High School, East Rochester, New York
(Mrs.) Sylvia Barrett, Chairman, English Department
Approach: Great Books

Floral Park Memorial High School, Floral Park, New York
(Mrs.) Julia A. Rector, Chairman, English Department
Approach: World Culture

Fredonia High School, Fredonia, New York
(Mrs.) Margaret Ruckman, English Teacher
Approach: American Studies

Freeport High School, Freeport, New York
Arlene A. Murphy, Latin and Humanities Teacher
Approach: Aesthetics

G. Hewlett High School, Hewlett, New York
Ruth Nelson, English Teacher
Approach: Culture Epoch of Western World

Irondequoit High School, Rochester, New York
Dr. Louis G. Dickens, Head, English Department
Approach: Culture Epoch of Western World(1850-1967)

John Jay High School, Cross River, New York
Joseph P. Fletcher, Jr., Chairman, Social Studies Department
Approach: Culture Epoch of Western World

Mineola High School, Garden City Park, New York
Joan D. Berbrich, Chairman, English Department
Approach: Culture Epoch of Western World

Monroe High School, Rochester, New York
Charles D. Griffith, Head, English Department
Approach: Great Ideas

Nazareth Academy, Rochester, New York
Sister Mariel, English and Humanities Teacher
Approach: Culture Epoch of Western World

Newfane Central School, Newfane, New York
Claire M. Ives, English Teacher
Approach: Aesthetics

Paul D. Schreiber High School, Port Washington, New York
Lillian Schiff, Teacher
Approach: American Studies

T.A. Edison High School, Elmira Heights, New York
(Mrs.) Louise S. Stewart, English Teacher
Approach: World Culture

Watervliet High School, Watervliet, New York
Mary E. Hanrahan, Chairman, English Department
Approach: World Culture

Windsor Central School, Windsor, New York
(Mrs.) Marjorie C. Brile, English Teacher
Approach: Culture Epoch of Western World

OHIO

James A. Garfield School District, Garrettsville, Ohio
George E. Beckett, Director of Curriculum and Federal Projects

Humanities program presently limited to grades one through six (10 classrooms) but will expand September '67 to grades K-6(29 classrooms). Individual teacher in charge; course scheduled during regular class time as unified approach to language arts, social studies, art, music, and drama. All pertinent A-V aids used--films, slides and strips, records, tapes, art reproductions; and field trips.

Lakewood High School, Lakewood, Ohio
Richard D. Beyer, Assistant Principal, Instruction

Open to all grade 11-12 students, humanities program consists of eight large group lecture-demonstrations (assemblies) coupled with structured discussions in regular English and history classes. Chairman is John Hay Fellow and history teacher; other members of team are from Art, Music, Drama, English, and Physical Education (dance) Departments. Approach: understanding one's self. Avoid using EBF Series because they "tell" too much.

Wooster High School, Wooster, Ohio
(Miss) Fern Patterson, English and Humanities Teacher

Humanities elective for gifted students; taught by succession of individual teachers for various units; administered by English Department. Approach: chronological study of different culture epochs of Western world with attention to origins of religion (How the Great Religions Began--Joseph Gaer); Plato, who is bridge between Greeks and Christianity; the Odyssey and Oedipus Rex, both concerned with man's struggle for identity; art and architecture of Egypt, Mesopotamia, Greece, and Rome; The Middle Ages and Saint Joan (Shaw), one of first apostles of Nationalism; Elizabethan society and The Tempest; Modern society and Crime and Punishment (Dostoevsky) and introduction to "superman" concept and existentialism (Sartre); American society and modern tragedy (Death of a Salesman); concludes with unit of music from Bach to present, art from Renaissance to Picasso. Use EBF Series--"The Humanities: What They Are and What They Do," "Aristotle's Ethics, Book I: The Theory of Happiness," "Oedipus Rex: Man and God," "Art: What Is It? Why Is It?"

Avon Lake High School, Avon Lake, Ohio
Ernest Hisey, Chairman, Humanities Department
Approach: Great Ideas; chronological

Kent State University School, Kent, Ohio
Mary Jane Rodabaugh, Assistant Professor
Approach: World Studies (10)
American Studies (11)
Culture Epoch of Western World; Great Concepts; Aesthetics (12)

Robbinsdale Senior High School, Toledo, Ohio
Neal Luebke, Humanities Teacher
Approach: Culture Epoch of Western World

Roxboro Junior High School, Cleveland, Ohio
Mssrs. James P. McGinnis and Walter H. Maki,/Humanities Project Directors
Approach: Culture Epoch of Western World--Renaissance and Contemporary

St. Mary's School, Akron, Ohio
Sister M. Anne Lucille, Teacher
Approach: Culture Epoch of Western World

Warrensville Heights Public Schools, Cleveland, Ohio
George Hettinger, Director, Curriculum and Instruction
Approach: Chronological; thematic

PENNSYLVANIA

Abington High School--South Campus, Abington, Pennsylvania
Dr. Katharine D. Newman, English Teacher

Elective open to gifted students in large and small group classes (15 students each). Taught by succession of individual teachers(five) for various units, who present lecture-demonstrations in weekly large group meetings. Two year sequence includes following topics: primitive beliefs of Sumerians; Greek mythology as framework for viewing contemporary society; Greek comedy and tragedy with lessons for today; selected philosophies as guide to action; fall of Roman Republic as reflected in Dante's writing; awakening of man in the Renaissance; roots of scientific movement; theory development and meaning for scientific progress; language and emotion of music. Organization: (1) Ancient Literature; (2) Philosophy; (3) Roman Sculpture; (4) Middle Ages and Renaissance; (5) Art; (6) Science; (7) Music; assign individual research report. Use EBF Series as well as own materials.

Brookville Area Schools, Brookville, Pennsylvania
(Mrs.) Elizabeth Butler, Head, Language Area

Humanities course for 15 average and gifted sophomores; one period of English and one of history devoted to study of humanities. Taught by succession of individual teachers for various units; administered by English Department. Approach: six units--(1) Man's Search for the Deity; (2) Man's Search for Freedom; (3) Man's Search for Beauty; (4) Man's Search for Truth; (5) Man's Relations with Man; (6) Man's Relation with Nature. Course of study in developmental process.

Carlisle Senior High School, Carlisle, Pennsylvania
(Miss) Dilys Schvettler, Chairman, English Department

Two humanities electives for average and superior students which meet two days per week. Team of four teachers; administered by English and Social Studies Departments. Theme of Approach: man's search for morality--e.g., ideas and contributions of famous people such as Carlyle, Beethoven, etc. Content and approach of course change each year so students may take course more than once.

Fontbonne Academy, Bethel Park, Pennsylvania
Sister M. Georgine, S.S.J., Chairman, English Department

At present humanities course is elective open to selected seniors, but in the future will be open to all seniors. Art, music, and world history teachers lecture once or twice; two or three outsiders lecture on a specific author; course administered by English Department. Present approach is based on Macmillan World Literature Series, but in September '67 will be based on the Tempers approach in Writers of the Western World(Hibbard and Frenz). Film strips, movies, records, etc. used; concerts, opera, plays produced by drama department of several local colleges.

Hempfield Area Senior High School, Greensburg, Pennsylvania
Salvatore J. Bitonti, Humanities Teacher

Humanities elective open to all students; taught by individual teacher and administered by English and History Departments. Program not highly structured, not a course in the ordinary sense. Objective: to develop in young people awareness of higher levels of being, make them conscious of greater dimensions of mind, bring more substance to their own human experience. Organize resources around six critical issues: Man's Relation to God, Man's Relation to the Natural World, Man's Relation to his Fellowmen, Man's Search for Truth, Man's Search for Beauty, Man's Search for Freedom. Use following books: Animal Farm, On Liberty, The Republic, The Crucible, Mon-Saint-Michel, Chartres, plus selected poems. Use community resources people from nearby colleges; and EBF Series.

Mt. Lebanon High School, Pittsburgh, Pennsylvania
May K. Sneary, Music and Humanities Teacher

Humanities elective open to all seniors(currently being revised); team teaching throughout; administered by English Department. Each class(25-30 students) divided into "A" and "B" for small group discussions. Objectives: (1) further students' interest in satire, classicism, romanticism; (2) present social and philosophical elements that have influenced artists in three areas above; (3) point out relationships between arts of past ages and 20th century; (4) propose basic criteria for evaluating art forms; (5) encourage independent projects in each of three areas above. Organization: Satire(20th century); Neo-classicism(18th century); Romanticism(18th century). Basic texts: The Story of Philosophy, The Enjoyment of Music, Art Through the Ages. Use numerous A-V aids--"History of Music in Sound" (RCA Victor), Metropolitan Museum Portfolio Series of Art, EBF Series, "Art Series" (McGraw-Hill); tours of Carnegie Art Gallery, Heinz Chapel(University of Pittsburgh), etc.

Neshaminy School District, Langhorne, Pennsylvania
Rees J. Frescoln, Director of Humanities Project

Humanities course available to all students--2,400 students in

grades 9-12. (Neshaminy High School selected as pilot school and demonstration center for Pennsylvania.) In addition summer(1966) in-service planning institute in humanities for thirty teachers; also plan to develop Humanities program K-12 over next three years. Present ongoing senior high school program completely interdisciplinary and identified chiefly with English, American History, World Cultures, art, music, and science. One day per week for each grade devoted to large group lectures, student panel discussions, forums, demonstrations, etc. Various guest speakers and many teachers function as team; follow-up considerations of large-group presentations take place chiefly in English classes.

North Allegheny Senior High School, Pittsburgh, Pennsylvania
Stella M. Smith, English Teacher

Humanities elective five days per week for gifted seniors; requisite B or A in junior English. English teacher in charge of curriculum planning, and most of teaching; rest of team comprised of art and music teachers. Emphasis on exchange of ideas and development of self-expression. "Creative tutorial" at end of year. Approach: Units--(1) Man's Identification with God; (2) Man's Responsibility to Himself; (3) Man's Search for Truth, both Metaphysical and Factual; (4) Man's Sense of the Tragic; (5) Man's Responsibility to Others; (6) Man's Understanding of the Twentieth Century. Do not use A-V aids; but schedule visits to plays, concerts, etc.

Palisades High School, Kintnersville, Pennsylvania
(Mrs.) Helen G. Severs, Head, English Department

Humanities course incorporated into regular English course and open to all seniors. Series of spring seminars in the arts--on school time and in evenings--supplement in-class program. Taught by individual teacher as well as outside lecturers and performers; administered by English Department. Approach: "Culture Epochs of Western World" (Part I--Western Inheritance or "The Greek Gift"; Part II--"The Anglo-Saxon"; Part III--"The Medieval Legacy"; Part IV--"The Renaissance to Us"; Part V-- "Romanticism"; Part VI--"The Moderns." Use EBF Series--"The Trial and Death of Socrates"; visits to Princeton McCarter Theatre, etc.

State College Area School District, State College, Pennsylvania
Norman H. Lampman, Coordinator, English and Humanities

Elective open to all students; taught by succession of individual teachers for various units and administered by English Department. Purpose of course to widen horizons of student and broaden outlook through development and expression of ideas based on readings, discussions, seminars, debates, lectures, etc. Organization: six units--"Man's Search for Truth," "Man's Search for Beauty," "Man's Search for Freedom," "Man's Search for the Deity," "Man and His Society," "Man in Nature." Extensive use of A-V materials; outside speakers.

William Tennent High School, Warminster, Pennsylvania
Ella Kern Rhoads, Master Teacher, Social Studies

Humanities course incorporated into regular social studies course for grade 10 students. Individual teacher for whole course with occasional outside support; administered by Social Studies Department. Approach: "World Culture." Areas: Asia, Africa, Europe, South and Central America. Organization: I--Geography; II--Material Culture; III--Cultural Aspects of Their Society; IV--Historical Background. Use Life film strips, M.I.T. films on religions, etc.

Allentown School District, Allentown, Pennsylvania
Jacob M. Horst, Supervisor of English
Approach: American Studies

Central Bucks High School, Doylestown, Pennsylvania
Georgiana B. Landry, English Coordinator
Approach: Great Ideas

Cheltenham Township School District, Elkins, Pennsylvania
(Mrs.) Frances R. Link, Coordinator of Secondary English
Approach: Great Ideas (9)
American Studies (elective)

William Penn High School, Harrisburg, Pennsylvania
(Mrs.) Rena Rogoff, Teacher
Approach: World Culture (10)
American Studies (11)
Great Ideas (12)

RHODE ISLAND

Cranston High School East, Cranston, Rhode Island
Joseph S. Herne, Music Teacher

Humanities elective for grade 12 college preparatory students; taught by art and music teacher. Chronological approach to art and music from Greek civilization through contemporary. Rely heavily on films, including EBF Series.

Scituate High School, North Scituate, Rhode Island
Harry L. Anderson, Chairman, English Department
Approach: Thematic; law, identity, well-being

TEXAS

Iago Junior High School, Boling, Texas
Daisy Ruth Ander, Teacher and Librarian

Attempting to correlate "humanities materials" with reading and literature classes. Plan unit on "The Hero" in grades seven and eight, approaching it from a "World Culture" objective.

John H. Reagan Senior High School, Austin, Texas
Margaret McCardell Ruska, Chairman, English Department

All teachers use humanities approach to broaden curriculum. In addition, Independent Study program has been established during three hour block with one hour devoted to English, an intervening period for study, and one hour devoted to social studies. Taught by team comprising English and history teacher. First half of year: cooperative teaching of correlated material of civics and language and composition, with civics content used for analysis of language and composition. Second half of year involves use of correlated program of English history and English literature. Humanistic broadening. Use variety of A-V materials; plus access to University of Texas library and Texas State Archives.

Also, Remedial Block humanities experiment--English, math, and world geography--to broaden horizons of terminal students.

VIRGINIA

George Washington High School, Alexandria, Virginia
(Mrs.) Marjorie P. Emm, Chairman, Humanities Team

Open to all students as elective and conducted on team teaching basis. Because State Department of Education requires Humanities course be part of English Department, it is nominally under English Department. But course is not subject based. Approach chronologically based on EBF Series, augmented by materials from National Gallery of Art, field trips, and lectures by various authorities on given subjects. Various units, arranged chronologically, spotlight various high points in Western Civilization; examine each of five themes--man's relationship to society, search for beauty, truth, a supreme being, and man's relationship to the natural world. Use EBF Series, beginning with "The Humanities: What They Are and What They Do," etc.

Hampton Institute, Hampton, Virginia
Dr. Nancy B. McGhee, Professor of English

Pre-college humanities course accepted for college honors program;

conducted on college level. It is both summer school course and elective during regular school year, administered by English Department. Combines "Culture Epoch of Western World" with "Great Books" to meet needs of variety of high school graduates of differing abilities and backgrounds. Use EBF Series I and II("The Humanities") as subsidiary materials for enrichment and voluntary discussion.

Thomas Jefferson High School, Richmond, Virginia
Estelle N. Tankard, English and Humanities Teacher

Humanities elective designed for seniors with aptitude and interest in arts. Taught by two teachers--music; literature and art; administered by English Department. Objective: teach student how to read, look, and listen, thereby increasing appreciation of works of art. Art, music, and literature coordinated through comparison of creative impulses and techniques common to all three as well as through time and subject matter. Independent project assigned during final week. Use wide-range of A-V materials, including hand bells to teach students to read music.

Arlington County Public Schools, Arlington, Virginia
Florence Booker, Supervisor, Secondary Vocal Music
Approach: World Culture; chronological and thematic

Jefferson Senior High School, Roanoke, Virginia
(Mrs.) Ruth J. Staton, English Teacher
Approach: Great Books and Great Ideas in "Landmarks" Literature--English and American

Fairfax County Schools, Fairfax, Virginia
(Mrs.) Mary H. Rowan, Supervisor of English
Approach: Aesthetics; chronological(two schools)
World Civilization (three schools)
American Studies; Great Ideas (five schools)

Richmond Public Schools, Richmond, Virginia
Ernest W. Mooney, Director of Instruction
Approach: Great Books(some schools)
Culture Epoch of Western World (other schools)

WASHINGTON

Anacortes High School, Anacortes, Washington
(Mrs.) Darrell Palmer, Chairman, Language Arts Committee
Approach: World Culture and Contemporary Problems

WEST VIRGINIA

Weir Senior High School, Weirton, West Virginia
(Mrs.) Xantha Signorelli, Head, French Department

Humanities elective open to juniors and seniors; succession of individual teachers for various units. Administered by French Department. Approach: "World Culture"--incorporates art and music appreciation and briefly World Religions. Use many A-V aids--Life Series on Humanities, records; outside speakers from several colleges. (Only county in West Virginia pioneering in Humanities.)